Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Africa Research Paper Total: \_\_\_\_/100**

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|  | **Exemplary**  **4 points per criteria** | **Approaching Standard**  **2 points per criteria** | **Needs Work**  **0-1 points per criteria** |
| **Introduction**   * Hook * Background   **Thesis/Claim**   * Complex * Argument * Specific argument | \_\_\_ Inviting and creative **hook**, draws the reader in; clearly connects to content  \_\_\_ Brief but clear **background** info helps reader understand Main Thesis  \_\_\_ **Clearly** written, unique argument; **debatable**  \_\_\_ **Specific and well thought-out**  \_\_\_ **Complex**: clearly answers the *why*? or *how?*  *\_\_\_* Contains a clear ***So What****?*  \_\_\_ Thesis statement clearly answers prompt | \_\_\_ Hook is inappropriate, or confusing; hook does not clearly connect to content of paper  \_\_\_ Background is scanty or too long; info does not relate clearly or help us understand the Main Thesis  \_\_\_ Thesis is not clearly written, or is formulaic  \_\_\_ Thesis is not specific  \_\_\_ Thesis lacks complexity  \_\_\_ So What is unclear, vague or unconnected  \_\_\_ Thesis statement partialy answers prompt | \_\_\_ Lacks a hook; hook is confusing and lacks an attempt to connect to content  \_\_\_ Background is lacking, unclear, or missing  \_\_\_ Thesis is not an argument  \_\_\_ Argument is not specific  \_\_\_ Thesis lacks complexity  \_\_\_Lacks a So What aspect  \_\_\_ Thesis fails to address prompt |
| **Support**   * Body Thesis * Evidence * Explanation/ Analysis * Connection to Main Thesis | \_\_\_ Clearly written supporting arguments (**body theses**) relate to the argument/main thesis (Includes one clear **concession and rebuttal** of another argument  \_\_\_ Uses powerful and diverse **evidence** (events, quotes, statistics, treaties, laws…).  \_\_\_Strong and **clear analysis** connects evidence to body thesis  \_\_\_Makes clear arguments that **connect evidence and body thesis to main argument** | \_\_\_ Body Thesis poorly written, unclear, or not connected to argument; missing body thesis (concession/rebuttal is unclear)  \_\_\_ Body paragraphs use 6-7 pieces of evidence.  \_\_\_ Attempts to prove thesis; most info links to thesis focus; Support lacks sufficient specific details;  \_\_\_ Analysis of evidence is not clear/thorough or lacks purpose (may be just a repetition or restatement of facts) | \_\_\_ Body Thesis is not an argument, poorly written, or does not address main thesis; Concession/Rebuttal is missing  \_\_\_ 0-5 pieces of evidence; very limited support;  \_\_\_ Analysis is uclear or missing: analysis consists of repeating facts or quotes in your own words.  \_\_\_ Fails to prove body thesis; Info has little or no focus |
| **Conclusion**   * Restate Main Thesis * Summarize evidence * Parting shot | \_\_\_ **Restates Main Claim** in interesting new way  \_\_\_ Summarizes **supporting arguments**, connects to Main Thesis  *\_\_\_* Clear and creative **parting shot** shows the relevance of argument and ideas. | \_\_\_ Restatement of Main Thesis is not clear, simply repeats main thesis. \_\_\_ Summary of supporting arguments fails to connect to main thesis  \_\_\_ Parting shot is confusing or poorly written | \_\_\_ Fails to review claims (main/supporting)  \_\_\_ Incompletely summarizes supporting arguments; lacks clarity or introduces new arguments  \_\_\_ Lacks a parting shot |
| **Style and Organization** | \_\_\_ Words convey message **clearly** and precisely; **strong word choice; maintains formal tone throughout paper.**  \_\_\_ Sentences well built w/ **strong/varied structure**; no run-ons or fragments  \_\_\_ **Paragraphing** sound & reinforces the organizational structure  \_\_\_ Uses **creative/appropriate transitions** between thoughts, sentences, and paragraphs | \_\_\_ Some problems with word choice, wordiness  \_\_\_ Sentences have some variety; lack fluency; some problems with construction  \_\_\_ Paragraphing is attempted but may run together or have incorrect breaks  \_\_\_ At times unclear how sentences, thoughts & ¶s interrelate; formulaic transitions | \_\_\_ Limited or generic vocabulary; poor/repetive use of words; too informal.  \_\_\_ Sentences tend to be awkward, incomplete, formulaic, and/or lack variation  \_\_\_ Paragraphing missing/irregular or has no clear structure  \_\_\_ Missing or inappropriate transitions |
| **Conventions** | \_\_\_ Grammar, usage, and spelling correct  \_\_\_ Punctuation accurate | \_\_\_ Grammar, usage, and/or spelling error(s).  \_\_\_ Punctuation almost entirely accurate | \_\_\_ Many grammar/usage errors  \_\_\_ Punctuation often missing or incorrect |
| **MLA Format** | \_\_\_ 1" margins; 12 pt., TNR font; **double-spaced**  \_\_\_ Creative **title** and correctly-formatted heading & header | \_\_\_ Errors in margins, font, & spacing  \_\_\_ errors in title, heading, & running header | \_\_\_ Many errors in margins, font, & spacing  \_\_\_ Many errors in title, heading, & header |
| **Sources** | \_\_\_ Cites sources properly; **includes at least 4 sources**.  \_\_\_ Contains 2 Print Sources  \_\_\_ Uses citations always when needed | \_\_\_ Citation of sources sometimes incorrect  \_\_\_ Contains 1 print source  \_\_\_ Uses citations usually when needed | \_\_\_ Citations are completely incorrect  \_\_\_ Missing most needed citations  \_\_\_ No print sources present |

***Points will be lost for: Inaccurate facts, spelling and grammar errors, bias, informal tone, lack of clarity, failure to adhere to MLA format, and the existence of run-on or poorly constructed sentences.***